for School Education and suggested all possible measures to (i) reduce the curriculum load on the learners and (ii) minimize the stress and the fear of examinations.

(c) The following measures are included in the said framework to reduce stress on students:

(i) Integration of Science and Social Science subjects up to class X;

(ii) Bringing Science and Mathematics courses close to life;

(iii) Emphasis on skills rather than theoretical details;

(iv) Inclusion of only relevant content for study in a balanced manner ;

(v) Reduction in importance of public examinations and holding the first public examination only after class X ;

(vi) Abolition of 'pass-fail' system up to class X; and

(vii) Introduction of grades in lieu of marks.

In addition to this, National Open School (NOS) unlike formal system of education allows the students total freedom to learn at their own speed and at their own places. They can study one subject at a time and take examination in the subject one by one.

Withdrawal of Manuscripts by ICHR

237. SHRI NILOTPAL BASU: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the ICHR had withdrawn the manuscripts of a volume under the freedom of India project;

(b) if so, when and the details thereof;

(c) whether ICHR has decided to shelve the project altogether;

(d) if so, the reasons therefor; and

(e) if not, the details of action taken to facilitate publication?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT [DR. (SHRIMATI) RITA VERMA] : (a) and (b) The ICHR has

requested the publisher, the Oxford University Press, to temporarily withhold the work of publication of the two volumes written by Prof. Sumit Sarkar and Prof. K N Panikkar. Typescripts of these volumes were requested for perusal. The Council has stated that the purpose is to ensure that the lapses and drawbacks found in earlier volumes are not repeated. The manuscripts have been received in the ICHR in December 2001.

(c) to (e) ICHR has informed that an Expert Committee of Historians has been constituted to consider the matter for expediting the publication of remaining volumes of "Towards Freedom" Project.

Changes in History Syllabus

238. SHRI NILOTPAL BASU:
SHRI RUMANDLA RAMACHANDRAIAH:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the NCERT has drawn up a new frame-work of curriculum;

(b) if so, the details thereof ; and

(c) the comparative details in tabular form of the changes in the History Syllabus for each class for which these changes have been proposed along with the rationale for such changes?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT [DR. (SHRIMATI) RITA VERMA]: (a) and (b) Yes, Sir. While the framework responds to many new societal and pedagogical changes it remains well within the broad parameters of the National Policy on Education framed in 1986 and modified in 1992. Some of the salient features of the new curriculum framework are - viewing the child as a constructor of knowledge, reducing the curriculum load, using cultural specific pedagogy, universalisation of elementary education and linking education with life skills, meeting the challenges of information and technology, recognising the interface between cognition, emotion and action and evolving a humane, learner, friendly, error free, responsive and transparent evaluation system.

(c) Comparative details of the changes in the History syllabus is as under: